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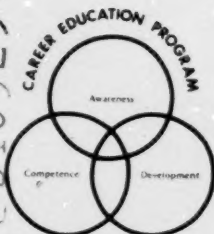
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## ABSTRACT

To provide the baseline data for the construction of a conceptual career education model for the Yonkers public schools, an extensive delphi technique survey was conducted during the school year 1973-74. Hundreds of students, teachers, administrators, parents, and community people were asked to respond to 35 statements categorized into five areas: awareness, development, competence, core, and responsibility. The results for each statement in the survey are presented in tables which comprise a large part of the document. The Yonkers Career Development Project combined this data with other relevant research found in the literature to generate a conceptual career educational model illustrated in the document; the specific data obtained in the survey generated seven goals of career education which provides the model's bulwark. They served as the framework from which behavioral objectives, tailored specifically to meet the individual needs of students, were identified. A listing of these instructional objectives makes up most of the remainder of the document. An historical and philosophical overview of career education introduces the project survey; a very brief summary of the project concludes the document. (AJ)

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# *The How and Why of Career Education*

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YONKERS CAREER EDUCATION PROJECT  
YONKERS, NEW YORK

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## **YONKERS CAREER EDUCATION MODEL PROJECT**

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## THE WHY AND HOW OF CAREER EDUCATION

In 1971, United States Commissioner of Education, Sidney Marland stated:

"Half our high school students (a total of approximately a million and a half a year) are being offered what amounts to irrelevant general education pap!

Small wonder so many drop out, not because they have failed, but because we have failed them. Who would not at the earliest convenient and legal moment leave an environment that is neither satisfying, entertaining, or productive?"

Dr. Marland was referring to the approximately two and one half million young people who either graduated from or dropped out of formal schooling and who were faced, for the most part, with limited options, none of them exciting or geared to their needs or talents. The obviously limited return from the billions of dollars spent annually to educate these young people was exceeded only by the greater cost in emotional frustration that they faced.

The United States Department of Health, Education and Welfare (1972) highlighted this problem:

"In typical schools throughout the country, young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to fulfilling adulthood. Substantial numbers of students fall below their grade level in basic skills; high school dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers and pupils signal student discontent."

"The concept of Career Education was inaugurated to attempt to correct many of these criticisms, specifically:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.
2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.
3. American education, as currently structured, best meets the educational needs of that minority of persons who will some day become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the post industrial occupational society. As a result, both overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to the growing presence of worker alienation in the total occupational society.
5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, self-understanding and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.
6. The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.
7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.
8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.
9. The general public, including parents and business-industry-labor community, has not been given an adequate role in formulation of educational policy.
10. American education, as currently structured, does not adequately meet the needs of minority nor of economically disadvantaged persons in our society.
11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level."

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and quantity in American education must be used as a perspective in answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms themselves or constructive education changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms to the satisfaction of the general public seem slight. Thus an action program of educational reform appears to be needed. Career Education is offered as one such program.

A 1973 national Gallup poll found that few of the proposals contained within that poll received such overwhelming approval as the suggestion

that the schools give more emphasis to helping students develop the ability to decide on their careers. Nine out of every ten persons in all major groups sampled in this survey said that they would like to have the schools give more emphasis to the career development of youngsters.

As with any educational concept, Career Education has been operationally defined in a wide variety of ways. In a generic sense, its definition must be derived from the ways the two words, *Career* and *Education*, are defined. Dr. Kenneth Hoyt, U.S. Associate Commissioner of Education for Career Education, has defined it generically as "the totality of educational experiences from which one learns about work." This generic definition of Career Education was purposely intended to be of a very broad and encompassing nature. Dr. Hoyt's generic definition emphasizes education as preparation for work as one of the basic goals of American education. In no way does he try to say that this should be the only goal or even necessarily the most important goal for any student or for any educational system.

More precise definitions of Career Education were offered by:

1. John Wilcox: "A developmental sequence of formal and informal cognitive, affective and psychomotor learning experiences, initiated during early childhood and continued throughout life, with intent to enhance the rational processes employed by the individual in choosing among the career options open to him."
2. Walter Retzlaff: "Career Education is a thread that permeates the entire curriculum. It is like a river that expresses itself through tributaries that, in the case of education, are exemplified by the various subjects of school such as English, Mathematics, Science, and Social Studies. The community becomes the learning laboratory and the professional and labor representatives alike make up the teaching team. The doors of the classroom are thrust open to make learning take on meaning and purpose."
3. Keith Goldhammer: "Career Education incorporates a view of the curriculum as an integrated and cumulative series of experiences designed to help the student achieve increasing skills in the performance of his life roles."

The Yonkers Education Project has developed and utilizes the following operational definition:

"Career Education is a commitment of the schools and the community to help all individuals become aware of, develop and achieve competence in coping with life and career, so that both are meaningful, rewarding and satisfying."

In order to help develop the future framework and operational strategies of Career Education, the U.S. Office of Education contracted

with Ohio State University to develop a comprehensive career education model. The school-based version of this model was piloted in the school districts of Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; Los Angeles, California; Mesa, Arizona; and Pontiac, Michigan. Educators from all levels were involved in the development of programs to train teachers and to develop curriculum which met the goals of the Office of Education.

The developmental model which evolved from the Ohio State efforts offered each child essentially the same traditional subjects and skills in the elementary school plus an exposure to the world of work. In the middle grades, 7 to 9, the student examined those work areas in which he was most interested through a variety of occupational clusters. By tenth grade, the student had developed job entry skills which he could utilize if he decided to leave school. If he graduated from high school, he could enter the job market with demonstrable skills or continue his education.

The federal model builders developed an extensive bank of goals and behavioral objectives for each grade level which served as the framework for the construction of extensive modules of learning. These learning units were field tested in the six sites and revised to incorporate the feedback from this testing.

In describing the federal model for the New York State Education Department, Assistant Commissioner Dr. Robert Seckendorf added certain guidelines. He said, by age nine, the student should be aware of and understand the concepts of work, appreciate the value of work and the worker, and be familiar with a wide variety of occupations. By age 12, he should be familiar with the relation of one occupation to another. He should develop awareness of his own abilities, interests and aptitudes in relation to various occupations. By age 15, the student should assess his own potential and participate in informed decision-making regarding his educational and occupational plans. By age 18, every student should have chosen and planned the next step in his occupational and educational career.

To provide the baseline data for the construction of a conceptual Career Education model for the Yonkers Public Schools, an extensive Delphi Technique survey was conducted during the school year 1973-1974. Hundreds of students, teachers, school administrators, parents and community people at large participated in this survey. Each participant was asked to respond to each of 35 different statements which were categorized into five areas: awareness, development, competence, core, and responsibility. The results for each statement in the survey can be seen from the following tables.

# SAMPLE POPULATION SUPPORT FOR AWARENESS STATEMENTS

| Number | Statement                                                                                                      | PERCENT |            |          |
|--------|----------------------------------------------------------------------------------------------------------------|---------|------------|----------|
|        |                                                                                                                | Agree   | No Opinion | Disagree |
| 26     | Career Education is another name for vocational education.                                                     | 4       | 89         | 7        |
| 29     | There are many more career opportunities than most people are aware of.                                        | 99      | 1          |          |
| 14     | School curriculum should make students aware of the many different careers that are available.                 | 99      | 1          |          |
| 10     | Curriculum should make students aware of the physical and intellectual skills needed for jobs.                 | 98      | 1          | 1        |
| 4      | School experiences should help students to understand that their interests can be a basis for career planning. | 98      | 1          | 1        |
| 33     | Most people are not happy at their jobs.                                                                       | 7       | 89         | 4        |
| 35     | The best way to find out about a person's job is to ask him/her.                                               | 13      | 85         | 2        |
| 11     | A field trip can be as worthwhile as an afternoon spent in class.                                              | 92      | 3          | 5        |

# SAMPLE POPULATION SUPPORT FOR DEVELOPMENT STATEMENTS

| Number | Statement                                                                                                   | PERCENT |            |          |
|--------|-------------------------------------------------------------------------------------------------------------|---------|------------|----------|
|        |                                                                                                             | Agree   | No Opinion | Disagree |
| 17     | Students learn enough about jobs in vocational education courses.                                           | 2       | 3          | 95       |
| 30     | Teaching children how to use tools is a waste of taxpayers' money.                                          | 2       | 1          | 97       |
| 22     | While learning about career opportunities, students should see people performing their jobs.                | 99      | 1          |          |
| 25     | School programs providing information about job opportunities are not necessary for college-bound students. | 2       | 1          | 97       |
| 28     | Schools should protect children from the realities of life.                                                 | 1       |            | 99       |
| 5      | Actual work experiences can have great educational value for all students.                                  | 96      | 2          | 2        |

# SAMPLE POPULATION SUPPORT FOR COMPETENCE STATEMENTS

| Number | Statement                                                                                                                            | PERCENT |            |          |
|--------|--------------------------------------------------------------------------------------------------------------------------------------|---------|------------|----------|
|        |                                                                                                                                      | Agree   | No Opinion | Disagree |
| 34     | Students should have a career goal by the time they leave high school.                                                               | 95      | 2          | 3        |
| 21     | High school students should graduate with sufficient skills to get a decent job.                                                     | 98      | 1          | 1        |
| 6      | Most high school graduates are not prepared to enter the working world.                                                              | 91      | 4          | 5        |
| 19     | One of the goals of career education should be to prepare students to become economically capable of standing on their own two feet. | 98      | 1          | 1        |
| 15     | Women must choose between having a career or raising a family.                                                                       | 3       | 45         | 52       |
| 24     | Both boys and girls should learn to hang a picture and wash a shirt.                                                                 | 95      | 3          | 2        |

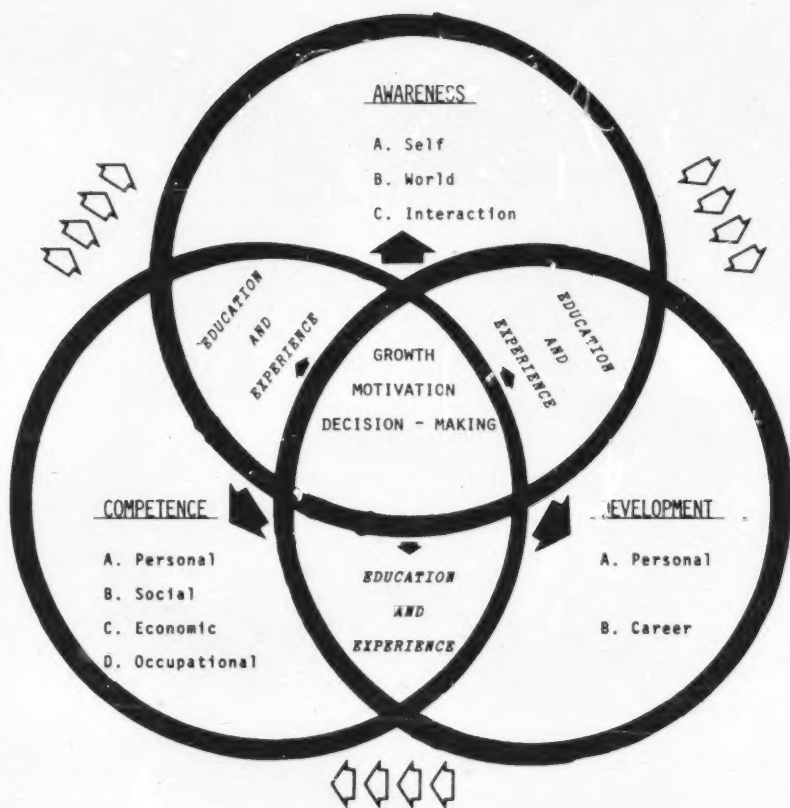
# SAMPLE POPULATION SUPPORT FOR CORE STATEMENTS

| Number | Statement                                                                                                | Agree | PERCENT    |          |
|--------|----------------------------------------------------------------------------------------------------------|-------|------------|----------|
|        |                                                                                                          |       | No Opinion | Disagree |
| 2      | Career education should be part of the curriculum in all grades.                                         | 90    | 1          | 9        |
| 13     | The elementary school grades are a proper time to introduce students to career possibilities.            | 33    | 60         | 7        |
| 31     | Teaching students about the world of work can be done in a one semester high school course.              | 1     | 2          | 97       |
| 3      | Our schools encourage a student to think for himself/herself.                                            | 96    | 1          | 3        |
| 16     | The top priority of schools should be to educate children so that they can make decisions intelligently. | 98    | 1          | 1        |
| 12     | Schools would do a better job if they taught students the necessary skills for coping with adult life.   | 99    |            | 1        |
| 23     | Work habits such as punctuality and reliability should be stressed in the school program.                | 100   |            |          |
| 27     | Schools have not done enough to promote a student's sense of responsibility.                             | 96    | 2          | 2        |

# SAMPLE POPULATION SUPPORT FOR RESPONSIBILITY STATEMENTS

| Number | Statement                                                                                                        | Agree | PERCENT    |          |
|--------|------------------------------------------------------------------------------------------------------------------|-------|------------|----------|
|        |                                                                                                                  |       | No Opinion | Disagree |
| 1      | Schools are doing enough to help students plan their future careers.                                             | 4     | 61         | 35       |
| 7      | School over-emphasize useless facts at the expense of practical skills.                                          | 8     | 85         | 7        |
| 20     | Providing students with career information should be the responsibility of the guidance department only.         | 1     |            | 99       |
| 18     | Teaching about career opportunities should be the responsibility of parents alone.                               | 2     | 1          | 97       |
| 32     | Career information is not important for students whose parents already know what they want their children to be. |       | 2          | 98       |
| 8      | The success of new programs in a school is greatly influenced by the principal's commitment to them.             | 89    | 2          | 9        |
| 9      | Field trips and work experiences will be more beneficial if the teacher incorporates them into the curriculum.   | 99    | 1          |          |

The Yonkers Career Education Project combined this data with other relevant research found in the literature to generate the following conceptual Career Education model:



In general, the model says that one (regardless of age) becomes aware of interests, aptitudes, skills, information, etc. which relate to himself, the world around him, and the interaction between these two. Based upon this awareness, one begins to develop personal and later career skills to accommodate this growing awareness. As the developmental process continues, one becomes competent in personal, social, economic, and occupational domains. This growing competence yields new awarenesses and the individual begins the cycle again. Serving as both the lubricant to make this progression occur smoothly and as the adhesive which holds the entire process together are education and experience. The entire model revolves around the core of individual growth, self-motivation and increased decision-making skills.

The specific data learned in the Yonkers survey generated these seven general goals of Career Education which serve as the bulwark of this model. These goals are:

1. Achieve and increase awareness of self and society.
2. Develop positive attitudes towards self, school, work and life.
3. Demonstrate understanding of responsibility, both personal and social.
4. Achieve competence in decision-making.
5. Understand the significant roles that education and experience play in preparation for life.
6. Understand the world of work and its impact on self and society.
7. Demonstrate basic career skills necessary to pursue personal life goals.

To facilitate the integration of the conceptual Career Education Model and the general goals into the ongoing curriculum, instructional objectives tailored to each of the ten components of the model were written. These instructional objectives were intentionally made specific enough to have validity in every classroom and general enough to be adapted to all grades. They served as the framework from which behavioral objectives, tailored specifically to the individual needs of individual students, were identified. The instructional objectives of the Yonkers Career Education Model include the following:

#### **Awareness, Self**

1. The student will become aware that choice of occupation significantly relates to life style.
2. The student will develop a realistic self-concept.

3. The student will understand his/her needs and that these vary from individual to individual.
4. The student will recognize his/her own self worth.
5. The student will accept his/her own uniqueness.
6. The student will recognize how his/her frame of reference influences his/her career choices.
7. The student will recognize that personal values influence the way in which he/she sees himself/herself.
8. The student will develop personally relevant goals.
9. The student will develop strategies to reach desired goals.
10. The student will use self-awareness in occupational decision-making.
11. The student will recognize the relationship of his/her interests to career goals.
12. The student will recognize the relationship of his/her aptitudes to career goals.
13. The student will recognize the relationship of his/her achievements to career goals.

#### **Awareness, World**

1. The student will become aware of forces that influence his development and the development of others.
2. The student will recognize that learning is a continuous process occurring in and outside of school.
3. The student will understand the meaning of work.
4. The student will recognize that work roles vary in an individual family or community.
5. The student will recognize the factors present in society which cause change.
6. The student will become aware of the role of work in different value systems.
7. The student will recognize the diversity of jobs in his community.
8. The student will become conscious of the range of benefits and disadvantages associated with various occupations.
9. The student will become cognizant of how business and industries contribute to community well-being.
10. The student will recognize the negative and positive aspects of stereotyping as it relates to occupational planning and choice of life style.

11. The student will recognize economic trends found in his community, state and nation.
12. The student will become conscious of the processes of production and distribution of goods and services.
13. The student will become aware of his role as a consumer.
14. The student will become aware of the main characteristics of a capitalist economy.
15. The student will become aware of the variety of occupations found in the world of work.

#### **Awareness, Interaction**

1. The student will become aware of his abilities in relation to the world of work.
2. The student will become aware of his interests in relation to the world of work.
3. The student will become aware of his expectations in relation to the world of work.
4. The student will learn how to tolerate differences in people in his interpersonal relationships.
5. The student will become conscious of the value of cooperative effort in a work situation.
6. The student will recognize why people work.
7. The student will understand how one's self-image is affected by one's work.
8. The student will understand how one's life style is affected by one's work.
9. The student will become cognizant of the relationship between work and education.
10. The student will recognize and appreciate the relationship between the individual and the environment.
11. The student will become aware of himself in relation to his culture through understanding and experiencing different roles.
12. The student will become conscious of how his occupational goals relate to his economic goals.

#### **Development, Personal**

1. The student will relate academic skills to preparation for work.
2. The student will see vocational and avocational choices as a lifelong evolutionary and developmental process.

3. The student will learn to identify and evaluate his/her values.
4. The student will learn about the necessity of discovering alternatives.
5. The student will develop the ability to obtain information about conditions existing in the labor market.
6. The student will develop behavior patterns consistent with his occupational choice.
7. The student will develop attitudes consistent with his occupational choice.
8. The student will see that work can be satisfying in many ways.

#### **Development, Career**

1. The student will develop positive attitudes toward self through an awareness of his developing talents, values and interests as they relate to work roles.
2. The student will learn that educational experiences are part of his career development.
3. The student will have a variety of experiences that will broaden his career perspective.
4. The student will learn how technological advances influence career decisions.
5. The student will learn about the interrelationships among various types of occupations.
6. The student will see that jobs within a particular occupational area are interrelated.
7. The student will see the interrelationships between business and labor.
8. The student will see the relative advantages and disadvantages of self and other employment.
9. The student will see the relative advantages and disadvantages in working in the public and private sectors of the economy.
10. The student will learn about the breakdown of stereotyping in jobs.
11. The student will learn how to use his leisure time so that it will be both relaxing and fulfilling.

#### **Competence, Personal**

1. The student will develop work habits and attitudes compatible with a selected field or work.
2. The student will understand that his abilities and interests can be respected in the things he chooses to do.

3. The student will become proficient in identifying and using resource information in making career decisions.
4. The student will understand that decision-making includes responsible action in identifying alternatives, selecting from alternatives and taking steps to implement the course of action.
5. The student will develop the skills required to analyze and work through a task process.
6. The student will understand the value of personal financial management and its influence on his life plans.
7. The student will develop competencies which he can identify and appreciate.

#### **Competence, Social**

1. The student will be able to cope with individual differences.
2. The student will understand a responsibility to himself and others whenever he accepts a work task.
3. The student will develop competency at working with and without supervision independently and with others.
4. The student will be able to identify different types of interpersonal relationships.
5. The student will become proficient at reacting in social situations in a way which facilitates group goals.
6. The student will be able to stress his assets and minimize weaknesses.
7. The student will be able to evaluate different life styles.
8. The student will be able to choose a life style with which he feels most comfortable.

#### **Competence, Economic**

1. The student will understand the value of money.
2. The student will understand the role of government in industry, business and labor.
3. The student will become competent in making decisions concerning the management of his personal financial resources.
4. The student will be able to identify his role in the overall economic structure.
5. The student will understand basic economic concepts.
6. The student will have a knowledge base relating to the history of work and relation of past occupations to today's variety of job choices.

7. The student will understand the interdependences and interrelationship between economic institutions.
8. The student will understand that economic institutions are expressions of social and political values of a society.
9. The student will develop competence in articulating the ways in which business and labor affect the economic system.

#### **Competence, Occupational**

1. The student will understand the job-seeking process.
2. The student will become proficient in using problem-solving techniques in job related activities.
3. The student will be able to recognize basic tools of occupational clusters.
4. The student will understand the role of rules and regulations in the work situation.
5. The student will develop an awareness of the impact of technology on society.
6. The student will become competent in locating career information.
7. The student will understand the necessity of having positive attitudes toward one's work.

#### **Decision-Making**

1. The student will recognize the need to make decisions throughout life.
2. The student will understand that decision making includes responsible action.
3. The student will become aware that his decisions must be made based upon some rational criterion such as life-goals and potential.
4. The student will project what the immediate, intermediate and long term effects of decisions will be.
5. The student will become aware that one's personal goals are important in making career decisions.
6. The student will become proficient in selecting alternatives to primary choices.

By use of the processes of inservice education and curriculum workshops, Yonkers teachers and administrators were trained in the epistemological foundations of Career Education and the specific techniques of infusing Career Education concepts into ongoing curriculum. Total infusion of Career Education into existent curriculum was identified not only as the most viable vehicle for making Career Education an

ongoing and vital part of every student's education but also as a means for bringing relevance and interest into the more traditional academic subjects.

The receptivity of teachers and administrators to the Career Education infusion process and the initial analysis of the effectiveness of that process have been very encouraging. The ultimate procedural objective is to give all teachers and administrators the inservice training necessary to equip them with the skill and information to incorporate appropriate Career Education behavioral objectives into their classroom work. Through the trained efforts of the classroom practitioners, we plan to incorporate Career Education as a daily, ongoing, exciting component of the curriculum of every student, in every class and every subject.